



Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Murphy Elementary-Middle School	Mailing Address: 23901 Fenkell Street, Detroit MI, 48223-1431
School Building Code: 470	
School Building Contact for the School Improvement Grant	
Name: Janet Glenn	
Position and Office: Principal	
Contact's Mailing Address: 23901 Fenkell Street, Detroit MI, 48223-1431	
Telephone: (313) 494-7585	
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Email address: janet.glenn@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 Feb 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Frank Murphy Elementary-Middle School

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the NAEP; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

The school must provide evidence of need by focusing on its improvement status and utilizing standardized MEAP assessments for targeting changes in student achievement by grade level and subject. The core academic areas that are assessed are Math (3-8), Science (5 and 8), ELA (3-8), Social Studies (6). Lower grades (Pre-K to 2) will be assessed using progress reports.

- Pre-K progress reports in June and January
- Kindergarten report cards
- Teacher grades

Parents, staff, students, and community stakeholders have been informally assessed through a survey/checklist to get a perception of the new improved school environment.

Parents

Parents have stated that the overall school climate is safe, orderly and productive since the change in administration. More structure has been implemented through the use of staff interviewing for positions at the school. Staff who were hired were interviewed were not placed at will. The school's schedule has changed to a 45-minute schedule with eight instructional periods. The schedule continues to adhere to the state-mandated hours of implementation for core academic areas.

The Detroit Police Department officers visit the school daily and are readily available for assistance. Murphy School is a part of their neighborhood watch. The police officers presence is significant because safety is paramount to improved academic achievement, enrollment, and attendance.

Data, from the U.S. Census Bureau, shows 77% of families living in the 48223 zip code of Murphy School are high school graduates with some college experience. This data shows that parents are concerned and aware of the importance of education. We are targeting our general population by providing our students with Michigan Benchmarks provided by the district-mandated curriculum.

The U.S. Census Bureau also shows that 60% of the parents are homeowners, which shows an investment in the neighborhood and educational system. Our families have taken an active role in the community.

Parental Perception

The Local School Community Organization (LSCO) has given favorable results about the overall changes in the school. From meetings held at the school, parents and community partners were included in the application process to offer ideas and suggestions about Murphy School. A parent survey was administered in October 2010 and the following results were concluded:

- 93% of the parents agreed that there is a positive change in the school climate

- 80% of parents enjoyed seeing Detroit Police Department police officers in the building

Staff

At the start of year, an informal staff poll was taken regarding job satisfaction. Staff members were asked whether they were satisfied with improvements within the school environment. Assessment results showed that 86% of the staff was satisfied with school safety, cleanliness of the building, and attendance. The poll also revealed some of the staff was unfamiliar with the new Transformation reform model being used to assist with the turnaround process. However, they were willing to become committed stakeholders in the proposed reform plan.

Students

There is an overall belief amongst the students that Murphy has truly become a place where they are valued and teachers are committed to providing a rigorous, sound education to them. A poll was given to solicit students' responses about their new school. The poll revealed the following:

- 93% of the total number (356) of 6th, 7th, and 8th graders concluded that they were proud to be a student at Murphy.
- 79% of that total number revealed that they felt that the school was safer due to the new security guards and the high presence of Detroit Police Department officers being in and around the school.
- 88% of the total number of middle school students polled stressed that they were happy with having two electives each day.

School Recommendations

Based on the results from the parent, students, and community perception data, the Murphy Elementary Middle School staff and school leaders propose the following recommendations and/or changes:

- Aggressively continue with the current turnaround plan originally proposed and currently in place
- Continue to create, grow, and improve on the positive perceptions of all stakeholders (parents, staff and students).
 - Staff involvement with neighboring organizations
 - Staff participation with neighboring faith-based organizations
- Nurture and grow the elective courses currently in place
 - Increase parental involvement by providing parental involvement workshops and programs that parents are interested in having at the school
 - Provide incentives for parents to come to school activities, conferences, meetings and school requests.
- Establish a rapport with the global community to help grow and improve our school's current perception and ultimately student achievement
- Maintain Detroit Police Department officer's presence around the neighborhood and school campus to provide protection and safety for all individuals.
- Enlist the assistance of parents, staff, and community leaders as stakeholders to positively increase the perception of the Murphy School on a school-community level.
- Establish and conduct programs to educate community stakeholders within Murphy's immediate area regarding student achievement.

The outcome of the data reveals that due to the high population of single parent homes, the school will provide activities for parents to leave their children while attending various meetings and conferences held at the school. Also, the data reveals that the global community has a desire to establish a rapport with the Murphy family (staff, students, and parents) in order to encourage higher parental participation which leads to increased academics. Therefore, this will create positive behavioral support systems (PBS) within our school.

The data also reveals that student morale has increased. This leads to increased student enrollment and daily student attendance. The data concerning the students' contentment of having two daily electives reveals our students' need to become involved with the mission of the school. Our students appreciate and understand the goals of a rigorous curriculum with added features to help them to become a global individual. Also, our students are exposed to technology, music theory and band, and art appreciation and its component parts.

The above findings summarize some of our techniques that are being used to enhance the inclusion of all stakeholders.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The subgroups of SES, Race/Ethnicity and Gender have improved for grades 3, 4 and 5 from 2007-2008 to 2009-2010. Areas targeted for improvement are grade level content expectations were students scored 50% or below in Reading and Math. The subgroups SES, Race/Ethnicity, and Gender for grades 6, 7, and 8 did not meet AYP targets in Reading and Math for 2007-2008, 2008-2009, and 2009-2010. Targeted areas for improvement are needed for these subgroups were students scored 50% or below for grade level content expectations in Reading and Math. Also, when examining the scale scores for each student, many students in grades 3, 4, and 5 that scored at Levels 3 and 4 were a few points away from Level 2 proficiency. Therefore, targeted assistance will help these students to correct deficiencies in Reading and Math and achieve proficiency at Levels 1 and 2. Causes for the gaps in the middle school grades could be attributed to not utilizing effective instruction and intervention strategies in Reading and Math. Students with deficiencies should have received targeted assistance in those areas identified by previous years MEAP results and other formative and summative assessments.

Sub Group Academic Data Analysis

Grade: 3

Percent of Sub-group meeting State Proficiency

Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	58.0	47.0	61.0	31.0	29.0	72.0
Race/Ethnicity	62.0	57.0	61.0	36.0	<10	72.0
Students with Disabilities	Not Available	<10	<10	Not Available	<10	<10
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	60.0	57.0	55.0	30.0	36.0	77.0
Female	64.0	<10	71.0	42.0	<10	64.0
Aggregate Scores	62.0	52.0	61.0	36.0	38.0	72.0
State	86.0	86.0	89.8	90.0	91.0	94.8

N/A – Not Applicable; Not Available refers to less than 10 students

Sub Group Academic Data Analysis

Grade: 4

Percent of Sub-group meeting State Proficiency

Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	31.0	50.0	97.0	63.0	69.0	87.0
Race/Ethnicity	50.0	57.0	97.0	64.0	73.0	85.0
Students with Disabilities	Not Available	<10	<10	Not Available	<10	<10
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	33.0	<10	94.0	75.0	<10	75.0
Female	59.0	<10	100.0	53.0	<10	94.0
Aggregate Scores	48.0	57.0	97.0	62.0	73.0	85.0
State	84.0	83.0	84.1	86.0	88.0	92.3

N/A – Not Applicable; Not Available refers to less than 10 students

Sub Group Academic Data Analysis

Grade: 5

Percent of Sub-group meeting State Proficiency

Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	48.0	30.0	87.0	48.0	43.0	90.0
Race/Ethnicity	64.0	30.0	87.0	61.0	48.0	77.0
Students with Disabilities	Not Available	<10	<10	Not Available	<10	<10
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	71.0	<10	79.0	57.0	40.0	57.0
Female	50.0	29.0	94.0	64.0	50.0	94.0
Aggregate Scores	63.0	30.0	87.0	60.0	46.0	77.0
State	82.0	82.0	85.2	74.0	77.0	79.5

N/A – Not Applicable; Not Available refers to less than 10 students

Sub Group Academic Data Analysis

Grade: 6

Percent of Sub-group meeting State Proficiency

Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	41.0	28.0	46.0	31.0	47.0	50.0
Race/Ethnicity	41.0	38.0	48.0	31.0	59.0	50.0
Students with Disabilities	25.0	<10	28.0	14.0	<10	24.0
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	39.0	35.0	42.0	28.0	50.0	49.0
Female	44.0	42.0	57.0	36.0	72.0	54.0
Aggregate Scores	41.0	37.0	47.5	31.0	57.0	50.8
State	82.0	81.0	87.7	73.0	80.0	82.0

N/A – Not Applicable; Not Available refers to less than 10 students

Sub Group Academic Data Analysis

Grade: 7

Percent of Sub-group meeting State Proficiency

Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	22.0	49.0	39.0	27.0	41.0	40.0
Race/Ethnicity	21.0	47.0	44.0	26.0	41.0	39.0
Students with Disabilities	7.0	25.0	20.0	7.0	25.0	29.0
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	22.0	49.0	37.0	25.0	40.0	39.0
Female	20.0	45.0	48.0	26.0	44.0	39.0
Aggregate Scores	21.0	48.0	41.0	25.0	42.0	39.0
State	72.0	80.0	82.0	73.0	83.0	82.2

N/A – Not Applicable; Not Available refers to less than 10 students

Sub Group Academic Data Analysis

Grade: 8

Percent of Sub-group meeting State Proficiency

Standards

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	39.0	50.0	68.0	16.0	19.0	19.0
Race/Ethnicity	47.0	52.0	68.0	16.0	18.0	19.0
Students with Disabilities	21.0	20.0	45.0	0.0	16.0	10.0
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	38.0	48.0	70.0	16.0	18.0	23.0
Female	54.0	57.0	64.0	17.0	18.0	15.0
Aggregate Scores	46.0	52.0	68.0	16.0	18.0	20.0
State	77.0	76.0	83.4	72.0	75.0	70.3

N/A – Not Applicable; Not Available refers to less than 10 students

Sub Group Non-Academic Analysis
Year: 2009-2010

Group	# Student s	# of Absences		# of Suspensi on		# of Truanci es	# of Expulsi ons	Unduplic ated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	452	75	377	15	60	150	0	0	0
Race/Ethnicity	489	74	415	25	80	100	0	0	0
Disabilities	160	20	140	0	10	10	0	0	0
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	287	65	222	29	43	45	0	0	0
Female	215	80	135	17	28	55	0	0	0
Totals	502	145	357	46	71	100	0	0	0

Year: 2009-1010

Group	# of Student s	# of Retention s	# of Dropout s	# promote d to next grade	Mobility	
					Enteri ng	Leavi ng
SES	452	25	N/A	430	452	0
Race/Ethnicity	489	25	N/A	464	489	15
Disabilities	160	0	N/A	160	160	126
LEP	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	287	15	N/A	272	287	8
Female	215	10	N/A	205	215	7
Totals	502	25	N/A	477	502	15

Enrollment and Graduation Data – All Students

Year: 2009-1010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	29	N/A	N/A	N/A	2	N/A	27
1	36	N/A	N/A	N/A	3	N/A	33
2	32	N/A	N/A	N/A	1	N/A	31
3	46	N/A	N/A	N/A	0	N/A	46
4	40	N/A	N/A	N/A	0	N/A	40
5	40	N/A	N/A	N/A	0	N/A	40
6	87	N/A	N/A	N/A	6	N/A	81
7	87	N/A	N/A	N/A	5	N/A	82
8	82	N/A	N/A	N/A	8	N/A	74
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A – Not Applicable

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-1010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A

N/A – Not Applicable

As a result of the analysis of the data on all groups and subgroups, the Transformation Model was selected by the District for Murphy Elementary Middle School. The data represented academic and non-academic data based on data for 2007-2008 through 2009-2010. The analysis included a review of the District's quarterly Benchmark Assessments, DIBELS, and Accelerated Reader assessments. Analysis of Special Education compliance issues and the percent of students in special education categories were also examined. Murphy Elementary Middle School is in alignment with District and State standards regarding the Least Restrictive Environment for students.

Murphy School's attendance average daily attendance rate for 2007-2008 through 2009-2010 has averaged between 82% and 87% for all subgroups. The school's retention rate averages about 85% for the same school years of the analysis.

Most Student Code of Conduct violations appear to be Class 1 and Class 2 offenses such as insubordination, disruptive misconduct and fighting. The implementation of the new

Wayne RESA Student Implementation System in the District will assist the school in tracking violations through the use of the Behavior Log component of the system and reporting the data to staff and parents in an effort to use school intervention strategies to reduce Student Code of Conduct violations.

Due to school closures in the District, Murphy School's population was consolidated with Burt School. This increased the school's enrollment boundary.

The District also reviewed Murphy's staff turnover rate which has been low over the past ten years. The student mobility rate has been 10% or below for the school years analyzed.

As a result of the analysis, The District selected Murphy Elementary Middle School to be a High-Level Intervention School in which the academic performance of the students demonstrated minimal growth for the 2007-2008 to 2009-2010 school years; some progress was evident in establishing structures and systems to implement a successful reform effort; and the school (administration, staff, parents, and the community) demonstrated a willingness to implement the necessary steps associated with the Transformation Reform model.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: \$179,000 Pre-Implementation Funds (Title 1 School Improvement Grant) www.michigan.gov/schoolimprovement			

If Murphy School is not granted funds for School Improvement, Title 1 School-wide funds are a resource provided to Murphy School and are being used to support the implementation of the Transformation model. Specifically, Title 1, Part A and School-wide funds will be utilized to support the programs and services outlined in this application. This includes professional development for staff and program development such as the Success For All (SFA) Reading Program and the BELL (Building Educated Leaders for Life) Extended Day Program and Summer School Academy. In addition, Title 1, Part A and School-wide funds will also be used to provide the materials and supplies needed for the core content subjects of ELA, Mathematics, Social Studies, and Science. Special Educations funds will be utilized to support students and staff in the school's center-based programs. Murphy currently has three Head start Programs. The funds from this resource will be used to support the early childhood program at the Murphy to ensure that these young students receive resources that support a nurturing environment. These resources will be used to support the school improvement goals and strategies provided in the School Improvement Grant.

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The staff at Murphy School is committed to having all students achieve academically and rise to their highest potential. All staff is prepared to do what is necessary to support the Transformation reform model at Murphy School. These efforts include participation in professional learning communities, monitoring the progress of intervention programs and services and evaluating the effectiveness of all programs in the school (**See Attachment I**).

The collective bargaining agreement between Detroit Federation of Teachers (DFT) and the Detroit Public Schools has language in the DFT contract that addresses instruction reform involving priority schools. This includes staff supporting the idea of a rigorous education program, extended day/school and measurable objectives. Staff was selected to work at Murphy School through an interviewing process. The Principal was replaced for the 2010-2011 school year. Staff applied to work at the school and was interviewed based on their commitment to go above-and-beyond and to provide instruction in a way that will help to increase and improve student achievement. In addition, staff agrees to participate in shared decision-making through a school leadership team. Teachers will also support using creative teaching methods to accelerate improved student achievement as measured by the Michigan Department of Education standards, as well as participating with engaging parents and the community to be involved in the school.

Personnel, such as the School Counselor and School Social Worker, will provide additional support to students. In particular, these personnel will provide services that include conflict resolution, increasing the self-esteem of students, providing academic support to at-risk and/or low-achieving students, counseling students with attendance issues, and consultations with teachers, parents and external agencies

The District will provide Literacy and Mathematics coaches who will provide support to teachers to ensure that the mathematics and the English/Language Arts curriculum is being effectively taught and delivered to students. The coaches will provide leadership in addressing instructional concerns, modeling the delivery of effective Mathematics and Reading instruction to students, and the use of research-based, best practices instruction. The coaches will participate in professional development to ensure implementation of the Mathematics and Reading standards and integration of common core standards.

The Detroit Public School's Board of Education is committed to the turnaround reform model as evidenced by the communication and engagement strategies which are in place to allow all stakeholders, both internal and external, to the Murphy School's community to be appropriately informed of the school's progress. In addition, the school board is working to create an accountability system in which all levels of the District will be held responsible for performing tasks that ensure that all schools in the District are able to meet the required levels of performance through the turnaround reform model for each High Priority School.

Detroit Public School Board is committed to student achievement. The on-going professional development and revision of the Student Code of Conduct are the necessary tools to make this happen. Through its restructuring the district has implemented various professional development trainings to make achievement attainable. Some of the staff trainings include:

- Teachers utilizing Wayne RESA SIS system to take attendance and maintain records.

- The Learning Village, Burst, and DIBELS training programs and resources
- All core subjects' professional development and the adoption of supplementary material.
- Utilizing mathematics and literacy coaches.
- Professional development on shared-decision making.
- Creating Priority schools with extended day learning or Extended Year learning.
- Training to effectively use volunteer resources and resolve conflict issues.

The Student Code of Conduct revision was made to better align offenses and consequences. Another approach for discipline is the conflict resource reprogramming. This program allows for students to learn constructive play and to become peer mediators in the school. In addition shared-decision making was established which will provide flexibility in operating of staff, budget and procedures in the school. The commitment of the school board is evident through the shared-decision making, ongoing professional development and creating a safe, learning environment.

The District is committed to furthering and strengthening the connection between student academic achievement and school performance by offering school-based performance bonuses. This will require Murphy School to demonstrate measureable school-wide improvements in student and staff attendance, performance on standardized tests, overall student grade point averages, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions as required by the No Child Left Behind Act. Murphy School will apply for the school-based performance bonuses through the District's application process. The application criteria include the rationale of interest, strategies to meet the criteria/benchmarks, data which is pertinent to the identified criteria under consideration, and clearly defined objectives for the school year. The District requires that schools participating in the school-based performance pay submit to an annual review of predetermined criteria with supportive evidence and data. School leaders and staff who do not increase student achievement will be removed from a school building based on their participation in mandatory prescriptive and prescribed professional development

opportunities. Retention of building staff will be based on performance and not seniority at Murphy School. School leaders and staff have agreed to maintain the requirements of their positions, to meet pre-established benchmarks and targets, and to continuously commit to the requirements of a High Priority School. Staff who do not meet the evaluative criteria, required by Murphy School (using supportive evidence and data), will be given multiple opportunities for intensive professional support to meet performance standards. This could lead to non-reappointment or non-renewal of that staff member at Murphy School.

Murphy School will also implement shared-decision making (see Attachment I), school-based performance pay, and flexible working conditions as strategies to increase and promote career growth and to recruit and retain the staff necessary to meet the needs of the students in a transformational school. Shared-decision making will enable the school's leadership team to determine work rules and working conditions that are conducive to Murphy School to successfully implement the Transformation Model at the school. The school-based performance pay will offer financial incentives for school leaders and staff who, increase and improve, the academic achievement of students and school performance. Flexible working conditions will provide opportunities for students to have an extended school day and year. Staff participation in the shared-decision making process, the hiring and recruitment of staff based on a selective application process, the retention of highly-qualified staff based upon performance and not seniority, and participation in mandatory professional development opportunities will enable Murphy School to recruit and retain the best staff in meeting the needs of its students in a transformational school.

b. Explain the district and school's ability to support systemic change required by the model selected.

Creating a culture of excellence is the goal of all school stakeholders, including students. Staff members believe that all students can learn and achieve high standards. The focus needs to be on making sure that students are actively engaged in the learning process

throughout the school day. Instructional staff needs to be involved in data-based decision-making incorporating data from state, district, school and classroom assessments.

The District is committed to supporting Murphy School's ability to support systematic change through the hiring and evaluation processes for staff. The Principal was replaced for the 2010-2011 school year. Principal performance reviews are held to assess performance based on the effective use of all resources to improve teaching and learning. Among many other requirements, principals must meet the core requirements of a turnaround leader which includes evidence of work that supports improved teacher instructional practice, improved learning for all students, the use of data and assessments to improve teaching and learning, and engaging parents and the community to improve student achievement. Staff interested in working at Murphy School, were selected on an application basis. Applicants were interviewed through a Selection Committee that included Detroit Federation of Teachers representation, representation from the District, and the Principal. Teachers and School Service Assistants were required to be Highly Qualified and demonstrated a commitment to work toward increase student achievement.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contract language for Priority Schools. This enabled the District and ultimately, the schools, to retain staff who best met the needs of a Priority School student population. The evaluation process for school leaders and teachers reflect the importance of the relationship between evaluation, professional development, and accountability. The assessment of staff and school leaders is based on defined standards of performance which is connected to student performance and achievement outcomes. Professional development and support are linked to performance standards. Teachers and school leaders will be held accountable for meeting expectations.

The evaluation system to be used by Murphy school leaders will focus on the core competencies that define effective teaching such as planning and executing effective instruction; creating and managing the learning environment; and maintaining a professional learning community through teacher leadership. The evaluation system will

also use student data that directly links student academic and non-academic performance measures to teacher practice. Concrete evidence will be tied to evaluations through evidence that shows and ensures that assessments are not based on arbitrary decisions. Teachers will have the opportunity to self-evaluate and reflect on their performance and plan for personal improvement.

Teachers will receive professional development training on the evaluation system to be used at the building level to measure core competencies, performance outcomes, evidence-based evaluation, self-assessment and accountability. Teachers will be given a copy of the evaluation tool so that they know and understand how it will be used to be in alignment with the District's comprehensive academic plan that supports continuous improvement in teaching and learning. The professional development training will give teachers an opportunity to provide input and give feedback on evaluation tool as well.

The administration and staff of Murphy have committed to implementing a range of processes and strategies that promote systemic change in teaching and learning. Murphy has the ability to make significant and sustained changes in teaching and learning with the support of the District and Teachscape, the school's turnaround partner.

The number one role of the Transformation principal is to promote, support and sustain measurable improvements in teaching and learning. To achieve this, there must be a firm belief that all children can succeed. Improving teacher skills on effectively using data to drive achievement-focused teaching needs to be front and center. A school-wide culture that supports effective teaching and learning and builds the capacity of the school's instructional leadership team needs to be in place.

Murphy School will build on existing effective structures and processes to support systemic change focused on effective instruction, parent engagement, addressing the social/emotional needs of children, job-embedded professional learning and the use of data to inform the change efforts, monitor their implementation and assess their impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

Through the provision of operational flexibility, Murphy School will implement a comprehensive approach to increasing student achievement. The establishment of the school's Instructional Leadership Team will help school leaders and staff to work collaboratively and engage in shared decision-making which is reached through consensus. The team will focus on defining goals, developing the school budget, and establishing procedures and policies that support the transformational school model. The District's common preparation period, for elementary schools each Friday, will also be utilized to provide grade-level and subject-level meetings across grades and content areas at least twice per month.

- **Ensuring Effective Instruction for All Students**

Achievement-focused instruction will be supported through the strategic deployment of an instructional specialist assigned to Mathematics to provide support and assistance to staff to raising scores on the MEAP assessment. This specialist will demonstrate the ability to use research-based strategies to improve mathematics instruction resulting in increased student achievement. Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists.

Murphy School will utilize the curriculum set forth by the District and adhere to all standards, benchmarks and targets as established by the District and the State. Supplemental programs, services, approaches and materials that support the transformational model at Murphy School will be utilized to optimize the increase and improvement in student academic achievement. This will ensure that the school is implementing an instructional program that is research-based and vertically aligned from one grade to the next.

The Success for All school-wide improvement approach will be used to provide a comprehensive literacy reform program and raise student achievement scores on the MEAP assessment. The school's principal, leadership team, and

facilitator/literacy coach will initiate this effort through intensive professional development and coaching provided by Success for All coaches. This program provides for 90 minutes of daily intensive instruction on a student's reading level for rapid acceleration to ensure all students are reading on or above grade level by third grade. The program is based on the research-proven cooperative learning model in which students are individually accountable for his/her own learning as well as the learning of their teammates. The program includes phonemic awareness, phonics, oral language development, word study and vocabulary instruction, comprehension skills and strategies, fluency, and linking reading and writing. School leadership and classroom teachers will receive ongoing and intensive professional development and coaching, assistance in using data to monitor fidelity of implementation and student outcomes, and guidance in using a continuous improvement model to ensure that all students are achieving high levels of success.

To ensure that improved instruction is effective for all students, Wayne RESA will provide Content Area Coaches in Reading, Mathematics, and Science to offer support and assistance to improve student achievement.

School Service Assistants will be assigned to help facilitate small group learning and differentiated instruction. They will assist and support the classroom teacher by providing one-on-one tutoring or work with small groups to provide supplemental instruction and support to reinforce skills as needed on a daily basis. Teachscape online resources, coaching and tools will support the small group and differentiated approaches.

Students with special needs will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention. This will ensure these students are educated in the least restrictive environment.

Administrators will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

In addition, a designated school staff member, with the assistance of the school's Attendance Officer, will assist with the monitoring of student attendance and contact parents as needed. Staff will monitor halls for truant students. Monitoring and insuring that students are in attendance at school will help to improve student achievement.

▪ **Promoting Relevant Parent Engagement**

As a part of the Comprehensive Needs Assessment, Murphy has pointed to the number of families hurting in the area because of job losses. Students are not exempt from family stress. Murphy has instituted the following opportunities to engage parents in their children's academic success:

- In order to promote parent engagement, Murphy will provide parent workshops throughout the school year
- Murphy uses its Resource Coordinating Team (RCT) by calling in parents to meet with the RCT to share concerns, gather input, coordinate plans for school and home to address needs
- The after-school program and the summer program have a parental involvement component
- The District will commit to compiling, analyzing and disseminating family/community engagement data an annual accountability report. Barriers such as language, cultural differences, child care, transportation, and work schedule needs will determine if families are able to participate in school and District activities.
- The School Board is committed to developing on-going professional development for District staff to create and maintain school climate that

encourages family participation and help families to feel valued and welcomed.

The existing capacity will be strengthened through Teachscape's work around achievement-focused parent engagement.

- **Addressing Social and Emotional Needs**

In addition to scaling existing after school tutorials, focused on providing extra academic help in reading and math, a range of extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include art, music and dance enrichment, cultural experiences, chess, sports, computing/IT, mentoring and others.

Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on experiences, real artifacts and original sources. Field trips will help low-income students make connections between community and their family and culture, leading to higher involvement in the classroom.

- **Providing Data-Informed and Job-Embedded Professional Learning**

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have common prep time each week to support collaboration in grade level teams. During these provided periods, student work will be examined, and instructional successes, failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards will support the teachers' work. Establishing Learning Communities for each grade cluster will be a priority in order to provide support to students through staff collaboration, planning and instruction and to provide additional resources and support for the at-risk students. The school will

function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

These structures will build a foundation upon which Murphy build and sustain the systemic changes needed to drive dramatic and measurable improvement.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Murphy Elementary Middle School will implement the Transformation Model as an intervention model. Murphy Elementary School will use the Resource Intervention Model (RTI) to implement the model.

Murphy is committed to addressing student learning challenges -- before the students fail -- by working with the Teachscape provider partners to design, develop, and implement a three-tiered data-based Response To Intervention (RTI) model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Murphy Elementary Middle School is committed to the Transformation Model by using the RTI model through the expansion of instructional minutes in Reading and Mathematics for students. Students in grades K – 5, receive 120 minutes per day in Reading and students in grades 6 – 8 receive a reading block of 90 minutes per day. All

students in grades K – 8 receive 90 minutes in Mathematics each day. Murphy also has Reading Recovery teachers who identify and assess struggling readers in the first grade. These teachers work cooperatively with first grade teachers to provide Reading instruction in small groups (two to three students) and one-on-one. Murphy School has The FitKid program which is designed for students who arrive to school before the entrance bell to participate in physical fitness. Murphy Elementary Middle School promotes health living and good health among all students and staff. Students will engage in exercises such as stretching and running. Harambee, is a school-wide morning assembly, that enables the students, staff, parents and community members to come together to focus and prepare for the school day. Everyone is involved in meditation, relaxation, affirmations, announcements, and motivational support for the day. This provides a positive environment for the school community each day.

Increased learning time also includes an Extended Learning Day (After-School) program to provide students in grades K – 8 with additional support, intervention and acceleration in Reading and Mathematics. Murphy School will also participate in the District's Summer Academy for students in grades Pre-K to 8. The Summer Academy will provide an extended school year where students will receive additional instruction through an intervention model that ensures that students master key concepts critical for academic success. The Summer Academy represents a “bridge” designed to continue the learning opportunities given during the school year. This additional time, with intense, quality instruction, will assist students in achieving high standards through a rigorous curriculum. The Summer Academy will include literacy, mathematics, writing, and integrated technology as part of the curriculum.

Teachers and school leaders are committed to using the resources, provided by the District, to increase student achievement in Reading and Mathematics. Reading resources include classroom leveled libraries and writing and literacy programs such as Destination Reading. Mathematics resources will include programs such as Accelerated Math and Destination Math. School leaders and staff will adhere to the redesigned school schedule

to allow for intensive intervention and additional support based on identified student needs. Both Reading and Mathematics will be supported through an Extended Day program and the BELL after-school program and Summer School Academy. The District will provide an Extended Day Program that includes one hour of reading, one hour of math, and a nutritional snack for students. The District is keeping the student-teacher ratio to 15:1 to ensure that the programming is more effective for the Extended Day Program. The District will provide a Summer School Academy for students in grades K - 8 where students will receive intervention in order to master concepts in Reading and Mathematics. The Academy will represent a “bridge” designed to continue the regular academic school program through quality instruction that is intense and with a student-teacher ratio of 20:1. The Summer School Academy program provides instruction in Reading, Mathematics, Science, and Art Literacy. The Academy is a full-day and students are also able to participate in field trips that support the summer curriculum.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing School-wide Data**

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school’s data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

- **Implementation of Scientifically-Based Curricula**

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

- **Assessments and Progress Monitoring**

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DIBELS, Burst, Start Reading and others.

- **Differentiated Instruction**

The Murphy faculty is committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this

happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Murphy faculty has already committed. Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

References

National Reading Panel (2002). *The Research Building Blocks for Teaching Children to Read*. Jessup, MD: National Institute for Reading.

Hughes, C. and Dexter, D. (2007). *Selecting a Scientifically-Based Core Curriculum for Tier I*. Washington, DC: RTI Action Network.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Teachscape was selected from the MDE pre-approved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Murphy School's Human Resources

The staff at Murphy School is committed to having all students achieve academically and rise to their highest potential. All staff is prepared to do what is necessary to support the Transformation reform model at Murphy School. These efforts include participation in professional learning communities, monitoring the progress of intervention programs and services and evaluating the effectiveness of all programs in the school.

The collective bargaining agreement between Detroit Federation of Teachers (DFT) and the Detroit Public Schools has language in the DFT contract that addresses instruction reform involving priority schools. This includes staff supporting the idea of a rigorous education program, extended day/school and measurable objectives. Staff was selected to work at Murphy School through an interviewing process. The Principal was replaced for the 2010-2011 school year. Staff applied to work at the school and was interviewed based on their commitment to go above-and-beyond and to provide instruction in a way that will help to increase and improve student achievement. In addition, staff agrees to participate in shared decision-making through a school leadership team. Teachers will also support using creative teaching methods to accelerate improved student achievement as measured by the Michigan Department of Education standards, as well as participating with engaging parents and the community to be involved in the school.

Personnel, such as the School Counselor and School Social Worker, will provide additional support to students. In particular, these personnel will provide services that include conflict resolution, increasing the self-esteem of students, providing academic support to at-risk and/or low-achieving students, counseling students with attendance issues, and consultations with teachers, parents and external agencies.

The District will provide Literacy and Mathematics coaches who will provide support to teachers to ensure that the mathematics and the English/Language Arts curriculum is being effectively taught and delivered to students. The coaches will provide leadership in addressing instructional concerns, modeling the delivery of effective Mathematics and Reading instruction to students, and the use of research-based, best practices instruction. The coaches will participate in professional development to ensure implementation of the Mathematics and Reading standards and integration of common core standards.

The administration and staff of Murphy have committed to implementing a range of processes and strategies that promote systemic change in teaching and learning. Murphy has the ability to make significant and sustained changes in teaching and learning with the support of the District and Teachscape, the school's turnaround partner.

The number one role of the Transformation principal is to promote, support and sustain measurable improvements in teaching and learning. To achieve this, there must be a firm belief that all children can succeed. Improving teacher skills on effectively using data to drive achievement-focused teaching needs to be front and center. A school-wide culture that supports effective teaching and learning and builds the capacity of the school's instructional leadership team needs to be in place.

Murphy School will build on existing effective structures and processes to support systemic change focused on effective instruction, parent engagement, addressing the social/emotional needs of children, job-embedded professional learning and the use of data to inform the change efforts, monitor their implementation and assess their impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

Through the provision of operational flexibility, Murphy School will implement a comprehensive approach to increasing student achievement. The establishment of the school's Instructional Leadership Team will help school leaders and staff to work collaboratively and engage in shared decision-making which is reached through consensus. The team will focus on defining goals, developing the school budget, and establishing procedures and policies that support the transformational school model. The District's common preparation period, for elementary schools each Friday, will also be utilized to provide grade-level and subject-level meetings across grades and content areas at least twice per month.

Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data

collection/analysis tools to guide and support the work of the instructional leaders and specialists.

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To ensure that improved instruction is effective for all students, Wayne RESA will provide Content Area Coaches in Reading, Mathematics, and Science to offer support and assistance to improve student achievement. Professional development will be offered with grade level targeted instruction and evidence-based/job embedded school-wide professional development in reading, writing, and mathematics.

School Service Assistants will be assigned to help facilitate small group learning and differentiated instruction. They will assist and support the classroom teacher by providing one-on-one tutoring or work with small groups to provide supplemental instruction and support to reinforce skills as needed on a daily basis. Teachscape online resources, coaching and tools will support the small group and differentiated approaches.

Students with special needs will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention, ensuring these students is educated in the least restrictive environment.

Administrators will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

In addition, a designated school staff member, with the assistance of the school's Attendance Officer, will assist with the monitoring of student attendance and contact parents as needed. Staff will monitor halls for truant students. Monitoring and insuring that students are in attendance at school will help to improve student achievement.

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have common prep time each week to support collaboration in grade level teams. During these provided periods, student work will be examined, and instructional successes, failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards will support the teachers' work. Establishing Learning Communities for each grade cluster will be a priority in order to provide support to students through staff collaboration, planning and instruction and to provide additional resources and support for the at-risk students. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes. These structures will build a foundation upon which Murphy build and sustain the systemic changes needed to drive dramatic and measurable improvement.

Murphy School's Community Resources

Murphy Elementary Middle School is located in the Brightmoor community. Brightmoor is a community in Northwest Detroit bordered on the west by Telegraph Road, Eliza Howell Park, and the Rouge River. Murphy Elementary Middle School is located in the

Brightmoor community. This community is situated entirely within the 48223 zip code area. According to the 2000 census, the population of the Brightmoor area is 19,837 which is slightly up (4%) from the 1990 census figure of 19,042.

Brightmoor has a majority of African American population (80%) with a Caucasian population of (14.2%). Brightmoor is a young community with 37.2% of the population under 18 in 2000 compared to the national average of 25.6% seniors (65) making up only 5.3% of the population. The percentage of seniors in the Brightmoor area has decreased from 12% in 1990.

Brightmoor has a high population of single-family households at 29.8% compared to a national average of 9.1%. Children living in poverty make up 40.4% of the population compared to 13.9% statewide. Current unemployment rate is 16.2% (City 13.8%; State 5.85%; USA 5.8%). In addition, 13.7% of the population receives public assistance income (City 11.4%, State 3.6%, USA 3.4%).

Several studies have been conducted on the significant impact parental involvement has on student achievement and home-school relationships. Research has shown that many factors affect student achievement such as family background, children's health status, as well as participation in non-school institutional settings like preschools and after-school programs. In order to improve educational outcomes of students, it is important for parents and community organizations to work collaboratively with school leaders and staff in the school improvement process.

Additionally, it is important that parents and community organizations support the goals and the mission of Murphy Elementary Middle School which is as follows:

Murphy Elementary Middle School is committed to preparing students for school, making them globally-productive citizens beyond the 21st century. We will motivate students to learn by focusing on academic excellence through the use of technology and various teaching strategies. We will inspire and promote success through mutual respect, modeling positive behaviors, and building character in a safe and nurturing environment

Evidence of community partnerships and alliances are being formed and re-established for the 2010–2011 school year. There are three newly formed Head start rooms located in the school, where there was only one Head start room last year. Head start has a separate parent component where each school location is represented by a chairperson in the city’s Head start delegation. This delegation at Murphy has indicated a 100% pledged commitment to the school’s goals for improvement. The school has invited Greening of Detroit, Friends of Eliza Howell Park, and the Brightmoor Community Alliance to partner in its on-going improvement efforts. Each organization has been invited to join the school leadership team and to date, Murphy is awaiting a response. The Greater Metro Detroit Lions Club has agreed to partner with Murphy School in sponsorship of the global “Peace Poster” contest for ages 11 to 13. This contest strengthens students community and global awareness in regards to world issues and how citizenship and character building applies to world peace in addition to everyday life.

In addition to community organizations, Murphy School has sought partnerships with local faith-based organizations. New Genesis Missionary Baptist Church, through the leadership of Rev. Dr. Lawrence Dunwoody, has agreed to be a committed partner with Murphy School and be active on the school leadership team. Additionally, Detroit World Outreach Church and Leland Missionary Baptist Church have been invited to partner and join the leadership team at the school.

The following interventions are being used to engage all applicable stakeholders:

- Teachers are encouraging students to participate in after-school programs
- Weekly progress reports are submitted if requested by parents/guardians
- An open door policy has been implemented for parents
- Personal invitations submitted to Detroit Public Schools board members to visit the school and attend Local School Community Organization (LSCO) meetings
- Supplemental Educational Services (SES) providers will be available for after-school tutoring

- LSCO will provide parental involvement enrichment workshops

The Detroit Federation of Teachers and the District mutually negotiated a contract with new language for Priority Schools. This move demonstrated a commitment to the students of Detroit Public Schools. This will help Murphy School to hire and retain staff who best met the needs of its student population. Teachers and school leaders are held accountable for professional standards that define effective teaching and leadership. Staff and school leaders at Murphy School are committed to continuous improvement and our performance is connected to student achievement outcomes.

The Principal and Instructional Leadership Team at Murphy will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. This process begins with extensive surveys designed to identify the range of specific talents, interests and dispositions that individuals within the extended Murphy school community possess. Once those talents and interests are identified, the key is to establish processes to engage and capitalize upon those capacities. The ILT at the Murphy Principal's previous school was able to establish several subcommittees that were highly successful in creating forums for leveraging and channeling the school community's collective energies. These subcommittees include curriculum and instruction, technology, campus beautification, parent involvement, and performing arts.

The school will also collect parent satisfaction data through a variety of means including parent surveys, meetings, and parent-teacher conferences. These processes are critical given the importance—and challenges—associated with establishing a high level of parent involvement in urban schools.

Informed by that survey data, the plan is to use various collaborative forums including face-to-face and online opportunities. Some planned face-to-face ongoing activities include weekly staff meetings to discuss both progress and setbacks. Grade level meetings supply feedback from experienced teaching staff. Norms for these meetings are

informed by the highly regarded Comer protocol for collaboration. The principal at Murphy is deeply committed to a shared, distributed leadership model in which different members of the community are encouraged, supported and held accountable for providing the leadership in key domains needed to achieve the dramatic improvement that the Murphy community seeks.

Murphy's partner, Teachscape, provides a rich array of Internet-based multimedia resources to deepen content knowledge and to promote the use of proven, research-based practices. Enhancing the knowledge and skills in both content and pedagogy for administrators and teachers, means improved achievement for students.

As new knowledge and skills are acquired, these should become evident in classroom practice. Teachscape's Classroom Walkthrough (CWT) process and tool will help school leaders and professional learning communities measure changes in practice, ensure transference of professional learning and guide ongoing work of the PLCs.

Other opportunities for teacher leadership may take the form of volunteering to be on the school improvement team, or being a member of a school committee. Murphy encourages staff members take on leadership roles at staff meetings to discuss areas of importance to the school. Professional development opportunities for teaching staff include support staff as well. Paraprofessionals, school counselor, social worker, nurse, psychologist, and speech therapist are all stakeholders in students' success.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The collective bargaining agreement between Detroit Federation of Teachers (DFT) and the Detroit Public Schools has language in the DFT contract that addresses instruction reform involving priority schools. This includes staff supporting the idea of a rigorous education program, extended day/school and measurable objectives. Staff was selected to work at Murphy School through an interviewing process. The Principal was replaced for the 2010-2011 school year. Staff applied to work at the school and was interviewed based on their commitment to go above-and-beyond and to provide instruction in a way that will help to increase and improve student achievement. In addition, staff agrees to participate in shared decision-making through a school leadership team. Teachers will also support using creative teaching methods to accelerate improved student achievement as measured by the Michigan Department of Education standards, as well as participating with engaging parents and the community to be involved in the school.

The Detroit Public School's Board of Education is committed to the turnaround reform model as evidenced by the communication and engagement strategies which are in place to allow all stakeholders, both internal and external, to the Murphy School's community to be appropriately informed of the school's progress. In addition, the school board is working to create an accountability system in which all levels of the District will be held responsible for performing tasks that ensure that all schools in the District are able to meet the required levels of performance through the turnaround reform model for each High Priority School.

Detroit Public School Board is committed to student achievement. The on-going professional development and revision of the Student Code of Conduct are the necessary tools to make this happen. Through its restructuring the district has implemented various

professional development trainings to make achievement attainable. Some of the staff trainings include:

- Teachers utilizing Wayne RESA SIS system to take attendance and maintain records.
- The Learning Village, Burst, and DIBELS training programs and resources
- All core subjects' professional development and the adoption of supplementary material.
- Utilizing mathematics and literacy coaches.
- Professional development on shared-decision making.
- Creating Priority schools with extended day learning or Extended Year learning.
- Training to effectively use volunteer resources and resolve conflict issues.

The Student Code of Conduct revision was made to better align offenses and consequences. Another approach for discipline is the conflict resource reprogramming. This program allows for students to learn constructive play and to become peer mediators in the school. In addition shared-decision making was established which will provide flexibility in operating of staff, budget and procedures in the school. The commitment of the school board is evident through the shared-decision making, ongoing professional development and creating a safe, learning environment.

The District is committed to furthering and strengthening the connection between student academic achievement and school performance by offering school-based performance bonuses. This will require Murphy School to demonstrate measureable school-wide improvements in student and staff attendance, performance on standardized tests, overall student grade point averages, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions as required by the No Child Left Behind Act. Murphy School will apply for the school-based performance bonuses through the District's application process. The application criteria include the rationale of interest, strategies to meet the criteria/benchmarks, data which is pertinent to the identified criteria under consideration, and clearly defined objectives for the school year. The District requires that schools

participating in the school-based performance pay submit to an annual review of predetermined criteria with supportive evidence and data. School leaders and staff who do not increase student achievement will be removed from a school building based on their participation in mandatory prescriptive and prescribed professional development opportunities. Retention of building staff will be based on performance and not seniority at Murphy School. School leaders and staff have agreed to maintain the requirements of their positions, to meet pre-established benchmarks and targets, and to continuously commit to the requirements of a High Priority School. Staff who do not meet the evaluative criteria, required by Murphy School (using supportive evidence and data), will be given multiple opportunities for intensive professional support to meet performance standards. This could lead to non-reappointment or non-renewal of that staff member at Murphy School.

Murphy School will implement shared-decision making and flexible working conditions as strategies to increase and promote career growth and to recruit and retain the staff necessary to meet the needs of the students in a transformational school. Shared-decision making will enable the school's leadership team to determine work rules and working conditions that are conducive to Murphy School to successfully implement the Transformation Model at the school. Flexible working conditions will provide opportunities for students to have an extended school day and year. Staff participation in the shared-decision making process, the hiring and recruitment of staff based on a selective application process, the retention of highly-qualified staff based upon performance and not seniority, and participation in mandatory professional development opportunities will enable Murphy School to recruit and retain the best staff in meeting the needs of its students in a transformational school.

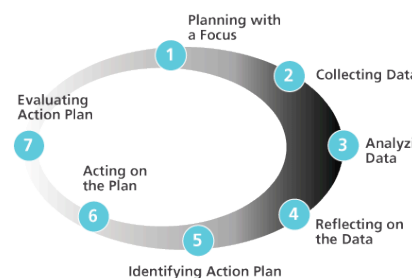
Murphy is both extending and restructuring the school day and the impact of this is to create a significant opportunity for teachers to build professional relationships by collaborating around their work, to provide professional learning in a relaxed environment, for students to develop deeper relationships with caring adults, to schedule student social and emotional support services from community partners, to meet with parents and engage them meaningfully in their children's academic growth, and for the Murphy/Teachscape partners to collaborate more strategically. The options are vast, and the potential returns are great, but the risk of not exploiting this "gift" of extra time is large.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

2010-2011 Pre-Implementation Activities

- Teachscape offers professional learning for the Murphy Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6)



implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Implementation Status: In progress

Evidence: Data collection for walk-throughs (non-evaluative) using Classroom Walk-throughs forms

Persons responsible for implementation: Principal, Assistant Principal, Instructional Leadership Team, Teachscape Provider Partner

- As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:
 - Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
 - Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;

- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Implementation Status: In progress

Evidence: Data collection for walk-throughs (non-evaluative) using Classroom Walk-throughs forms

Persons responsible for implementation: Principal, Assistant Principal, Instructional Leadership Team, Teachers, Paraprofessionals

- Although the bulk of Teachscape’s work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Implementation Status: In progress

Evidence: Classroom walk-throughs (non-evaluative) and formal observations

Persons responsible for implementation: Principal, Assistant Principal, Instructional Leadership Team, Teachscape Provider Partner

- ***Wayne RESA – Instructional coaching and Professional Development***
Wayne RESA will offer professional development with grade level targeted instruction and evidence-based/job embedded school-wide professional development in reading, writing, and mathematics. In addition, Wayne RESA has provided a team of consultants to make classroom observations of teachers. The goal is to provide feedback to teachers and to help them improve their teaching. The process is “Snapshot” and these non-evaluative observations occur twice during the school year. The goal is to increase teaching behaviors that are

effective in the improvement of teaching and learning in the classroom. The Wayne RESA Consultants collect, analyze, and share with the entire school staff.

Implementation Status: In progress

Evidence: Non-evaluative classroom observations and data collected and analyzed.

Persons responsible for implementation: Wayne RESA Process Mentor

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the traditional isolation of leaders, Teachscape will convene monthly cohort meetings of the Murphy principal and principals of the other partnership schools.

Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

Implementation Status: In progress

Evidence: Principal Cohort agenda and minutes

Persons responsible for implementation: Teachscape Provider Partner

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff.** Murphy is both extending and restructuring the school day and the impact of this is to create a significant opportunity for teachers to build professional relationships by collaborating around their work, to provide

professional learning in a relaxed environment, for students to develop deeper relationships with caring adults, to schedule student social and emotional support services from community partners, to meet with parents and engage them meaningfully in their children's academic growth, and for the Murphy/Teachscape partners to collaborate more strategically.

Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate content with prior learning. It also provides classroom teachers the time they need to offer children individual support. In recognitions of these benefits, Murphy has already structured a longer school day to increase learning time and improve academic outcomes. Murphy will use the BELL (Building Educated Leaders for Life) Program for the Extended Day and Summer School Academy Program. The BELL program is operating in six states to help districts and schools turn around chronically underperforming schools. BELL will assist Murphy School in increasing learning time by the following:

- Extended day will occur from fall to spring on Monday, Tuesday, and Thursday for 2.5 hours per day. This will consist of one hour for reading, one hour for math, 20 minutes for nutritional snack and 5 minutes for transition and dismissal.
- There will be small group instruction with a 15:1 student-teacher ratio.
- Students will be tested using pretests and post-tests using the Stanford Diagnostic Screener Tests. Additional testing will be conducted and results of the tests are provided within twenty-four hours to teachers and school leaders.
- Lead teachers will analyze the data and explain the results with staff to establish areas where students are partially proficient and not proficient.
- The staff will use skills-based curricula aligned to state and national learning standards, a leveled readers' library of multicultural children's books, math

manipulatives, and project-based learning strategies to maximize student achievement.

- Students in the BELL program benefit from intensive, individualized instruction in literacy, math and will build critical life and leadership skills.

To ensure this extra time is used as effectively as possible, Teachscape will also work closely with school leaders to help teachers learn and apply research-based strategies to improve their instruction and increase student learning. Close monitoring will help ensure the strategies are implemented and that the students are progressing relative to their learning goals.

Implementation Status: Fully implemented

Evidence: School schedules (elementary and middle), attendance sheets for after-school programs, report card grades, State and District-mandated assessments, Data Director, diagnostic assessments

Persons responsible for implementation: Administration and Instructional Leadership Team, Teachers, school's Literacy and Mathematics coaches

- **Provide ongoing mechanisms for parent and community engagement.** Murphy has plans in place to promote increased and improved parent and community engagement. Teachscape will work closely with the school's ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional and health interventions; donations; etc.

Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time on what is working, not on what isn't.

Additional resources will be used to provide on-going mechanisms to for family and community engagement at Murphy School. Parents will be trained in the use of Learning Village which will support parents in accessing student information and to monitor their child's progress. Newsletters will be sent to parents to provide monthly updates relative to school events and information. Similar information is available on the District's Parent-Community Outreach website as well. Monthly meetings are held by the Local School Community Organization (LSCO) which is run by parents and for parents. Parents discuss school issues and participate in workshops that assist them in the academic achievement of their students. The Attendance Officer assigned to Murphy School works closely with parents of at-risk and truant students to help students stay on-target with regular attendance at school each day. The Attendance Officer makes home visitations and refers families to support agencies when a need or issue is identified.

We are also working with our families and the community to identify and address issues that may impact participation such as child care, transportation, cultural differences and work schedules. At Murphy Elementary Middle School, we want all families to feel welcomed and valued, so the school climate plays an integral part in creating a positive environment. Parents and community members are encouraged to volunteer at the school according to their work and school schedules. There are many different areas in the school where parents and the community are assisting Murphy School in improving academic achievement. These include serving on the school's leadership team, assisting in classrooms, serving as an elected officer of the LSCO, participating in the LSCO, being a school greeter, and representing the school for parental involvement activities both internally and externally.

Implementation Status: Partially implemented

Evidence: Parent participation, parent surveys, Local School Community Organization agenda and minutes, attendance rates for students

Persons responsible for implementation: Administration, Instructional Leadership Team, Teachscape Provider Partner, Teachers, Parents, Attendance Officer

- **Use and integrate technology-based interventions.** Murphy School is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerated Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure there is a coherence supporting the student learning.

Implementation Status: In Progress

Evidence: Learning Village, Accelerated Reader and Math assessments, reading comprehension rates, Destination Math and Reading assessments (on-line resource), State and District-mandated assessments, MEAP and MI-Access proficiency rates

Persons responsible for implementation: Administration, Instructional Leadership Team, Teachscape Provider Partner, Teachers, school's Technical coach and On-line Service Administrator

2011-2012 Activities

- Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Murphy partners will work with the teachers to identify data-informed professional learning.

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

Implementation Status: Not yet implemented

Evidence: Classroom walk-throughs (non-evaluative) and formal observations

Persons responsible for implementation: Principal, Assistant Principal Instructional Leadership Team, Teachscape Provider Partner

- In collaboration with school leaders, Teachscape staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Murphy. The

data-informed professional learning will be guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:

- *Video resources*: (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; and (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions
- *Text resources* designed to deepen content understanding: (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources*, including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge
- *Graphical models* that enable participants to manipulate and engage with the content in order to: (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*
- *Communication and collaboration tools* designed to: (1) *support ongoing communication* among professional learning community members; and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration.

Implementation Status: Not yet implemented

Evidence: Classroom walk-throughs (non-evaluative) and formal observations

Persons responsible for implementation: Principal, Assistant Principal, Instructional Leadership Team, Teachscape Provider Partner, Teachers, Paraprofessionals

- The Success for All program is a research-proven approach for significantly improving student reading outcomes as identified on the What Works Clearinghouse, the Best Evidence Encyclopedia and in over 50 research studies. This instructional program will be used for significantly improving student reading outcomes at Murphy School. Materials for instructional programs will be vetted through the *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. Once the curriculum is designed, the Teachscape partners will provide access to a technology based curriculum tool that will align the curriculum horizontally and vertically, and ensure it aligns with the MDE and Common Core Standards.

In addition to the aligned curriculum, the tool will also generate pacing guides, with accommodations for re-teaching and enrichment. The curriculum tool also supports collaborative lesson studies that support teacher teams in identifying effective instructional strategies and practices and in supporting data-informed instruction.

Success For All (SFA) will work with Frank Murphy Elementary-Middle School to provide a comprehensive reading, mathematics, and writing program for grades K-8. Their reading materials will provide research-proven instructional strategies in Reading to help all students achieve success. The program is based in a three-prong approach to improving Reading: (1) cooperative learning, (2) the cycle of effective instruction, and (3) the use of data and ongoing assessment.

The cooperative learning relies on the use of developmentally appropriate strategies where students begin working within partnerships. Concepts of team recognition, individual accountability, and providing equal opportunities of

success for all students will provide students with higher achievement, more on-task behavior, increased retention of information and greater intrinsic motivation.

The cycle of effective instruction involves guided instruction where teachers are able to teach, model and give guided practice. Partner and team practice encourages cooperative learning strategies to assist students through monitoring, intervening, prompting, and reinforcing positive behaviors. The assessment component of the cycle of effective instruction involves formal and informal assessments that occur on an ongoing basis. Teachers are able to monitor and assess their instruction and the learning of the students. The final component of the cycle of instruction involves celebration where students demonstrate mastery using ongoing assessments and individual achievements are recognized and team contributions are celebrated.

The use of data and ongoing assessment is very significant in the Reading program. Data collection and assessment are continuous in each classroom in order to inform instructional decisions. The SFA program teaches the school community about and provides the materials for all formal and informal assessments. The formal assessments include classroom and quarterly assessments that are used to measure student growth. This is in alignment with the goals and objectives of the Murphy School because the assessments will enable staff and administrators to review and make decisions about where teachers need to focus their attention to increase student achievement. Students are regularly regrouped by reading level, not by grade level to ensure that students are always reading at an appropriate level. This regrouping process becomes effective because it continues to accelerate students forward in their reading and makes sure that they are working at the appropriate reading level. Also, SFA will provide formal and informal assessments that are tailored toward the MEAP exam and the Grade Level Content Expectations (GLCEs) for students.

The middle school portion of the reading program is also designed to assist struggling to advanced students with a focus to prepare students for the high school level. This middle school program includes goal setting, peer support and cooperative learning, use of metacognitive reading strategies, and frequent assessment and feedback. As in the elementary program, middle school students are able to move up to the next reading level based on monitoring and assessments. The strategy is used to challenge students as their skills progress and this will also allow teachers to individualized instruction through differentiation and targeted instruction.

SFA also offers ongoing professional development for the entire school staff in the instructional process. This includes ongoing coaching and support to review data on student progress, help set new goals, and refine instruction as needed.

The Success for All coach will work with the school leadership and classroom teachers to build capacity for a refined level of program implementation. The school leadership will receive initial training and coaching so that they make act as collaborative partners with the Success for All coach in providing initial professional development to all classroom staff. In addition, school leadership will received professional development in the GREATER Coaching model in order to facilitated the continuous improvement of instructional teams and individual teachers in using the Success for All program through classroom observations and feedback sessions, the facilitation of professional learning communities, use of SFA online media and other resources, national and regional conference opportunities to refine practices with other colleagues, and the partnering with Success for All coaches for continuous professional development onsite supports aimed at refining implementation of a continuous improvement cooperative learning instructional model.

Implementation Status: Not yet implemented

Evidence: Data collection from diagnostic assessments in Reading, DIBELS assessments, classroom observations

Persons responsible for implementation: Principal, Assistant Principal, Teachers, Paraprofessionals, Parents, Success For All and coaches

- **Implement a school-wide Response to Intervention plan.** Murphy and the Teachscape partners will design, develop and implement a three-tiered approach to instruction that reflects RTI components and research. As noted previously, the initial thrust will be on supporting the effective implementation of the core curriculum, with appropriate differentiation to ensure all students learn.

To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Implementation Status: Not yet implemented

Evidence: Data collection from classroom assessments in Reading and Mathematics, DIBELS assessments, classroom observations, State and district-mandated assessments, Data Director, grade-level and content area agendas and minutes

Persons responsible for implementation: Principal, Assistant Principal, Teachers, Paraprofessionals, Teachscape Provider Partner

2012-2013 Activities

- Full implementation and continuation of all activities in pre-implementation (2010-2011) and 2011-12
- Evaluation of effective school-wide activities and programs

2013-2014 Activities

- Full implementation and sustaining all activities for Transformation reform/redesign model that were implemented from 2010-2013.
- Evaluation of effective school-wide activities and programs

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading				
Grade 3	61%	86%	93%	100%
Grade 4	97%	85%	92%	100%
Grade 5	87%	84%	92%	100%
Grade 6	47.5%	83%	91%	100%
Grade 7	41.0%	82%	91%	100%
Grade 8	68.0%	82%	91%	100%
Mathematics				
Grade 3	72%	83%	91%	100%
Grade 4	85%	82%	91%	100%
Grade 5	77%	81%	90%	100%

Grade 6	50.8%	80%	90%	100%
Grade 7	39.0%	78%	89%	100%
Grade 8	20.0%	77%	89%	100%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Murphy Elementary Middle School also collaborated with Teachscape, our Provider Partner, in preparing the School Improvement Application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Title 1 School-wide funds are a resource provided to Murphy School and will be used to sustain the reforms of the Transformation model. Specifically, Title 1, Part A and School-wide funds will be utilized to support the programs and services outlined in this application beyond the funding period. This includes professional development for staff and program development such as the Success For All (SFA) Reading Program and the BELL (Building Educated Leaders for Life) Extended Day Program and Summer School Academy. In addition, Title 1, Part A and School-wide funds will also be used to provide the materials and supplies needed for the core content subjects of ELA, Mathematics, Social Studies, and Science. Special Educations funds will be utilized to support students

and staff in the school's center-based programs. Murphy currently has three Head start Programs. The funds from this resource will be used to support the early childhood program at Murphy School to ensure that these young students receive resources that support a nurturing environment. These resources will be used to support the school improvement goals and reform strategies and activities at the end of the 2013-2014 funding period.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closure

Section C.

See Attachment II for Detailed Budget

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000.00	\$1,401,333.00	\$1,071,833.00	\$468,703.00	\$2,944,869.00

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	
Student Data	
Dropout rate	Not Applicable
Student attendance rate	81%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	Not Applicable
International Baccalaureate	Not Applicable

Early college/college credit	Not Applicable
Dual enrollment	Not Applicable
Number and percentage enrolled in college from most recent graduating class	Not Applicable
Student Connection/School Climate	
Number of disciplinary incidents	38
Number of students involved in disciplinary incidents	54
Number of truant students	100
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Not Available
Teacher Attendance Rate	90%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Principal was replaced for the 2010-2011 school year.

2. Include student data in teacher/leader evaluation

The District is in the process of developing an evaluation tool/process that is grounded in the collection and review of both qualitative and quantitative data. The evaluation process provides critical data that directly informs teacher and leadership professional learning needs and student academic intervention and support needs. To this end, the process will enable school and District leadership to identify problems in instructional practice and student learning and to effectively plan interventions where performance is less than standard. The process will also enable the identification of models of exemplary practice that will build professional community and leadership within and across school/district levels.

3. Evaluations that are designed with teacher/principal involvement

The creation of a comprehensive teacher and principal evaluation system is a core element of professional development and continuous improvement. To that end, the District has begun the work of developing a teacher and principal evaluation system, in collaboration with a focus group of teachers and school principals that is based on a continuous improvement model and shared accountability for student learning and achievement.

4. Remove leaders/staff that have not increased achievement

The evaluative criteria shall include, but not be limited to, members of the Priority School maintaining the requirements of the position, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed under the Priority Schools agreement. Any staff member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall either receive intensive professional support to assist the individual in meeting performance standards or will undergo the necessary process leading to non-reappointment/nonrenewal.

5. Provide on-going job embedded staff development

The Detroit Public Schools Comprehensive Professional Development Plan focuses on developing a deep knowledge of content, developing collegial relationships, encouraging reflective practice and enhancing instructional leadership. There are several tracks these areas of focus follow. Some work will be done at the school level, with groups of teachers examining their practice and discussing their practice during grade level meetings and teacher led groups. Other work will take place during District sponsored sessions where teachers and/or principals will come together to learn about a content area or instructional strategy, go back to their building to practice the learning, and then come together to analyze the results through looking at student or adult work products. More work will be done at the District level with groups of central office personnel engaging in an examination of their practice and analyzing its impact on school performance.

6. Implement financial incentives or career growth or flexible work conditions.

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include

measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District's predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative. Schools selected to participate in the school-based performance program will be subject to an annual review according to predetermined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year. Participation in the School Based Performance Bonus will require schools/school leadership teams receive training on the components and process for participation in the School Based Performance Bonus. The District will begin training during the second semester and implementation September 2011.

Per the agreement between the District and Priority School staff, members of Priority Schools also agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority
- Participation in mandatory prescriptive professional development

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Detroit Public Schools has engaged Houghton Mifflin Harcourt (HMH) to implement its *Learning Village* system. *Learning Village* will provide teachers and administrators with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. *Learning Village* provides resources for data driven decision making through Data Director and the Assess2Know item banks.

Test items and other material have been aligned to Michigan's standards through thorough research and review of the standards and frameworks for content specifics, assessment expectations, and limitations. An Houghton Mifflin Harcourt (HMH) Test Development Specialist that has classroom experience in a particular subject and grade reviewed all related items. An item had to meet the Michigan Standards and specifications in content and rigor in order for it to be included in the Michigan item bank. If any part of an item did not meet the criteria within a standard, the item did not become part of the bank of items. This review included any part of the content, passage, stem, art, and/or answer choices. The items deemed aligned were then checked by a Senior Alignment Specialist to further verify the accuracy of alignment.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

A. Data-driven instructional decisions help teachers to improve student achievement. These include the following:

- Use assessment results to inform instruction and search for and/or link to appropriate curriculum resources based on data analysis
- Link to a best practice curriculum aligned to standards
- Select instructional content to meet the needs of individuals or intervention groups based on assessment results
- Ensure that diverse learning populations such as ELL or students with special needs are being met with resources that are aligned to best practices and standards

B. Deploying a solution for curriculum mapping and instruction that can be extended to assessment management provides a low total cost of ownership to a district by effectively using existing curricular resources.

- Scalable architecture for applications
- Single unified portal to manage standards aligned resources

C. By providing equal access to best instructional practices and professional development to all teachers, aligned to standards, the district can close the achievement gap and promote high-quality instruction. This includes:

- Standardize curriculum maps and scope and sequence documents and easily communicate these across the district
- Ensure that all teachers have immediate, point-of use access to high quality instructional resources and professional development, aligned to standards
- Support all teachers through access to lesson plans and instructional resources that have been juried and approved as best practices

D. By monitoring data tied to instruction accessed within *Learning Village*, administrators can verify and support teachers in the instruction of specific students in the classroom. These include the following:

- Monitor instruction and intervention resources being used
- Monitor standards being taught

- Identify gaps in the curriculum and professional development in regards to addressing State standards and student needs

E. Easy access through a unified teaching/learning portal for teachers, students, and parents.

- Provide access to a district-wide curriculum maps and on-line instructional content aligned to standards using

Learning Village

- Support for a system-wide search (i.e., grade level expectations, learning objectives)
- Provide easy access to assessment management system and other district applications for teachers objectives)
- Provide easy access to assessment management system and other district applications for teachers

9. Provide increased learning time

- Extended learning time for all students in the core areas....
- Instruction in other subjects and enrichment activities that contribute to a well-rounded education...
- Teachers to collaborate, plan and engage in professional development...

Increased learning time also includes an Extended Learning Day (After-School) program to provide students in grades K – 8 with additional support, intervention and acceleration in Reading and Mathematics. Murphy School will also participate in the District’s Summer Academy for students in grades Pre-K to 8. The Summer Academy will provide an extended school year where students will receive additional instruction through an intervention model that ensures that students master key concepts critical for academic success. The Summer Academy represents a “bridge” designed to continue the learning opportunities given during the school year. This additional time, with intense, quality

instruction, will assist students in achieving high standards through a rigorous curriculum. The Summer Academy will include literacy, mathematics, writing, and integrated technology as part of the curriculum.

Teachers and school leaders are committed to using the resources, provided by the District, to increase student achievement in Reading and Mathematics. Reading resources include classroom leveled libraries and writing and literacy programs such as Destination Reading. Mathematics resources will include programs such as Accelerated Math and Destination Math. School leaders and staff will adhere to the redesigned school schedule to allow for intensive intervention and additional support based on identified student needs. Both Reading and Mathematics will be supported through an Extended Day program and the BELL after-school program and Summer School Academy.

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have common prep time each week to support collaboration in grade level teams. During these provided periods, student work will be examined, and instructional successes, failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards will support the teachers' work. Establishing Learning Communities for each grade cluster will be a priority in order to provide support to students through staff collaboration, planning and instruction and to provide additional resources and support for the at-risk students. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Students will also engage in music, art, computers, and physical education (sports) as other activities to help students receive a well-rounded educational experience.

10. Provide ongoing mechanisms for family and community engagement

The District has implemented the following activities:

- **Blackboard Connect-** Phone communication system which allows the District to send critical messages and important information across the District by phone
- **Home Visitation Program-** School attendance workers conduct regular home visits of identified truant and “at-risk” students to aid in assisting these students to get back on-track for regular academic success and graduation. In addition, the attendance workers make by referrals to other support agencies when a need is identified.
- **Learning Village-** Teachers and families will trained as to how to utilize the *Learning Village* to support parents in accessing critical student information and being able to monitor their child’s progress. In addition, the *Learning Village* provides parents access to aligned resources designed to assist them in helping their children at home.
- **School-Family Attendance Compact** - outlines shared responsibility for instruction and parent responsibility for support. This makes addition, the *Learning Village* provides parents access to aligned resources designed to assist them in helping their children at home.
- **School-Family Attendance Compact** - outlines shared responsibility for instruction and parent responsibility for support. This makes families have more ownership in their child’s education and more commitment to school success.

- **District Parent/Community Outreach Website-** Includes a link on the DPS website that provides parents an update relative to past and future events, school and academic updates, program changes and news, etc. Also includes a connect by which families, business, nonprofits, and faith-based organization can access in order to explore opportunities to become involved with the District or a specific school.

- **Family/Community Resource Centers-** The District has opened 7 resources centers across the District in order to support more effective outreach to parents. Through the centers, parents are offered access to academic and wrap-around resources and support services.

- **Monthly meetings with Detroit Parent Network (DPN)** – Monthly meetings are held with the DPN to provide the group regular District updates. In addition, the DPN works collaboratively with the District to support parent/community communication efforts. The DPN participates in activities such as “door to door” campaigns to inform parents of important DPS news and distribute information to parents across the District.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement.

School leadership teams must develop consensual decision-making, group problem-solving, and conflict resolution skills. In addition, they must cultivate a deep understanding of the core elements of whole school reform in order to effectively engage in the shared decision-making process. Clearly, successful realization of the shared decision-making process requires ongoing training and support for school leadership teams.

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

The District is currently working to create the Office of Priority Schools. The Office of Priority Schools will include the following staff:

(1) Assistant Superintendent for Priority Schools- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

(2) *Priority School Coaches* - Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

Priority School Budget Implementation/Compliance Officer - The Budget Officer will be responsible for monitoring the use of each Priority School's budget to ensure funds are being utilized for the intended purpose and that each school is maintaining appropriate tracking and record keeping relative to budget expenditures. In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.

Partner Providers - Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is on schedule and appropriately aligned to and supports the District's overall plan. Each partner provider will be issued a performance-based contract. The Assistant Superintendent for Priority Schools will also be responsible for monitoring each provider's delivery of services to make certain all agreed upon contractual performance expectations are met.

Statewide System of Support - Through the Statewide System of Support, schools will receive additional support and services required to assist schools in successfully implementing their respective reform model.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.
2. Institute a system for measuring changes in instructional practices that result from professional development.

Changes in instructional practices, resulting from professional development, will be evaluated using three sources of data: Teacher and Principal Evaluations, quantitative data, and the Quality School Review (QSR) (instructional audit) process and school walkthroughs. The District is in the process of developing a systematic process for the collection of these data in order to make determinations about the effectiveness of the current and future professional development program.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools” (includes all SIG) that allows for flexibility regarding seniority rules and that, as such, enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School’s student population.

Priority School staffing is on an application basis. All interested staff must apply. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of *No Child Left Behind* and Individuals with Disabilities Education Acts. In the event a Priority School is unable to fill positions from the active teacher applicant pool, the principal may choose from the District's lay-off list or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification. District-wide layoffs will occur in accordance with the layoff provisions of the collective bargaining agreement; however, the District does not have to retain staff at Priority Schools based on seniority. Retention is based on the interview and evaluative core competencies.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

The District is working to complete the components relative to an instructional audit or Quality School Review Process (QSR). The QSR provides the District with a systematic process by which it can:

- Determine what is happening in each school relative to teaching and learning (Quality of instruction/fidelity of implementation)
- Guide each school through a process of self-reflection
- Develop and implement school specific, comprehensive school improvement professional support plan based on the identified needs of the school

- Establish a process that leads to continuous improvement

The QSR is a criteria-driven process that is based upon effective schools research. The criteria for the QSR will measure the school's performance relative to the components of whole school reform.

5. Implement a school wide Response to Intervention model.

The District is The Response to Intervention model will include the following elements: Expanded instructional time in math and reading to 120 minutes per day for grades K-8 begins in Fall 2010. This results in a dramatic increase in exposure to these two core subject areas. The extended instructional time is part of the Response to Intervention Model (RTI) in which there are three levels of intervention. Expanded instructional time in reading and math is categorized as Level I where everyone receives the same level of support. This is the most basic of intervention, not providing specialized help, but providing a consistent service. Level II elevates the intervention to include specialized support. At this level there may be a team of teachers in a classroom and one teacher focuses on those students who have reflected they need more assistance in order to become proficient in that area. Another approach is to have the identified students to receive assistance in a non-classroom setting. Level III offers direct intervention, a one-to-one program concentrated in a specific content area. One example of this level of intervention is the Pre-kindergarten to third grade Reading Recovery teachers. These teachers work directly with an identified student to enhance skills, while removing them from an intimidating environment such as the classroom where they might feel inadequate compared to the other students and placing them in a more intimate setting. Software or paper-and-pencil activities can be utilized at this stage. One such example is the literacy intervention model provided by *Learning Village* that can be used at both Level II and Level III.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

The District is committed to providing professional development to teachers and principals that addresses the needs of students to be supported through the least restrictive environment. At Murphy School, this professional development will specifically address the needs of our Special Education students.

7. Use and integrate technology-based interventions.

Learning Village is a web-based application with a developed and implemented a technology infrastructure that will provide a means to maintain consistent data across DPS, streamline the data input and data gathering process, and automate much of the data aggregation for reporting purposes while maintaining a user-friendly web interface. One such component is a student data tracking system to monitor all key achievement components including grades, test scores, demographic, and success indicators. The Data Director component is a complete data application, which allows for the tracking of student assessment data, student demographic data, program/event attendance, student grades, teacher data and extensive reporting. Data Director's assessment solution is supported and maintained by an outside, quality, project management team. It also includes an Assess2Know exam bank that can be customized or a perpetual bank based on Michigan framework and standards to be used as assessment and early warning system. *Learning Village* also includes web-based supplementary literacy and math programming to be used as an intervention. Destination Math and Destination Reading provide a comprehensive instructional technology solution for reading and mathematics. Through the web-based enterprise, teachers can impact student achievement through whole group, small group, or one-to-one instruction by offering multiple levels for differentiated instruction.

8. Increase rigor through such programs as AP, IB, STEM, and others.

9. Provide summer transition programs or freshman academies
10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.
11. Establish early warning systems to identify students who may be at risk of failure.
Use of DIBELS assessment to diagnose student learning needs (grades K-5) relative to literacy development. Teachers use data to determine instructional strategies that will enable them to meet student academic specific needs.
12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

Murphy School has partnerships with various community organizations in order to provide the necessary services to make students socially and academically capable. Students identified by various sources like Administration, teachers and counselors are referred to internal departments such as, but not limited to: the Office of Psychology, the Office of Social Work, the Office of Student Support Services and the Office of Special Education and the Office of Early Intervention, to receive the necessary assistance. Assistance ranges from housing, psychological, social services and medical referrals to being fitted for eyeglasses and receiving clothing and food assistance.

If District services cannot fully meet the needs of the child, relationships with the Juvenile Court, Detroit Housing Commission, Department of Human Services, Detroit Workforce Development, Henry Ford Hospital, Community Mental Health Board, and countless others have been established with the District so each student can be directly linked with an organization that can help to meet their needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Common planning time utilized for planning, professional development, and working with students and their families is a required component built into each school's master schedule. Blocks of common planning time will be created within the schedule. Staff will have the opportunity to design interdisciplinary projects, analyze student work and assessment data for tailored instructional action plan building; reflect on their own teaching or on their peers' teaching, discuss IEPs and individualized instruction plans for ELL, Special Ed., and emerging students; implement strategies for team planning, sharing teaching methods and philosophies, and self evaluation; identify areas of strength and weakness to customize future professional development; conduct research on and discuss best practices.

14. Implementing approaches to improve school climate and discipline

Improving school climate and discipline will be done through two approaches: student code of conduct revisions, and conflict resolution programming.

Student Code of Conduct – Over the past academic year, the DPS Student Code of Conduct was revised to better align offenses and consequences. Regular attendance is a major factor in high student achievement. Absences due to disciplinary actions often cause more harm by causing the student to miss important instructional time. As a result, students become further behind in class work and missing opportunities to master needed skills. The revised code of conduct realigned offenses with consequences and includes alternative forms of discipline, such as detention or volunteer hours.

Conflict Resolution Programming – As part of discipline and changing school climate, Murphy School has engaged the assistance of Playworks. A Playworks coach is assigned to Murphy School during and after the school day. The coach is a constant presence on the playground as classes rotate through for recess and

lunch. Coaching activities include introducing basic games and sports skill, teaching conflict resolution skill, and assisting classroom teachers in delivering physical activities. Playworks' staff members will build positive relationships with individual students through each of the five program components: recess/lunch, class game time, junior coaches, out-of-school time, and interscholastic leagues.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Murphy School has two full-day kindergarten classrooms and three full-day Head Start classrooms.

16. Allow the school to be run under a new governance arrangement.

As part of the District's instructional reform effort, there will be implementation of a shared decision-making model at the building level. This model was developed in collaboration with the Detroit Federation of Teachers. This shared decision-making model is designed to give a school the level of autonomy needed to create the flexible work conditions give a school the level of autonomy needed to create the flexible work conditions required to effectively build a culture of success and drive dramatic improvements in student achievement. A Joint Labor-Management Shared Decision-Making Committee was established to move the process of engaging the supporting schools. The Joint Committee accepts applications from schools that wish to enter into the shared decision-making model. The school's eligible staff votes to ensure buy-in. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. Once a school's participation is approved by the Joint Committee, a school-based Leadership Team is established to aid with implementations and assure the model is meeting the needs and direction of the school's reform effort. The team consists of no more than 12 committee members: principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively and by consensus to identify issues, to define goals

relative to academic achievement, to develop school-based budgets and to establish policies and practices. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building's individual need. Murphy School's Leadership Team has been implemented and is fully functional with eleven members.

17. Implement a per pupil school based budget formula weighted based on student needs.

Attachment I: Sample Agenda and Meeting Minutes

Murphy Elementary School Instructional Leadership Team (ILT) Meeting January 25, 2011

Meeting began at 8:55 a.m.

Members Present: Shanita Lacy, Janet Glenn, Lorri Edwards, Derrielle Smith, Mrs. Vasilije, Angela Evans, Catrina Vaughn, Tamara Holmes, Shelia Brown (Teachscape), Dorothy Hutcheson (Teachscape)

Introductions of members

Agenda Review:

Shelia Brown: Meeting with Dr. Barbara Byrd Bennett – support distribution of leadership throughout the schools

What leadership team is and isn't / establishing the norms / guiding rubric on the development of strong leadership team / reading and reflection of roles in high poverty schools and how they can become high performing schools

Roles of ILT members

- Shelia Brown playing role of / facilitator
- Dorothy Hutcheson / recorder (capturing highlighted bullets of meeting)
recommend same person is recorder
- Timekeeper – summarize what was discussed and next steps
- Data (point person) print out walk data, look at MEAP scores, Dibels, RTI, what data do we have to make decisions

Why ILT: Team to help make decisions

Six Essentials: Corner stone piece ILT drive the improvement efforts (Richard Elmore – what does effective schools look like) Distributive leadership

Longitudinal study of 5 years: schools that made the most progress had highly functioning ILTs and principal who is solid in teaching and learning

Basic / Sole purpose of ILTs

Ensure teaching and learning: Ensure teachers get everything they need to be highly performing

- Aligning all resources (time, people, money) to achieve effective teaching and learning
- ILT lead learners
- Know researchers
- Develop expertise
- Elevate every subject to research based student driven decisions

Connection with rest of faculty – representing subcommittees – sharing information/knowledge gained

Select focus – research, use online videos, critique videos as group (ILT) coach members of team.

If strategies not working – look at other schools – Teachscape can assist in finding online resources / networking with other schools

Establish Norms:

Norms: (modeling consensus)

- Have a clear agenda (2 days in advance)
- Regularly use active listening
- We will respect individuals point of view
- We will start and end on time
- We will have full team participation
- We will fulfill roles and responsibilities of ILT and rotate duties
- We will provide information to the team in order to inform decision-making

****Provide each member with a notebook with dividers to place: norms, agendas, minutes, data, articles, etc. Members should bring to each meeting***

Self-Assessment (divided in pairs)

Classroom Walkthrough – Phase 1 (need at least 100 walks)

Data – Phase 1 (need help in understanding data and where to go)

Facilitation (Phase 1)

Function (Phase 3) suggestion – spend one meeting a month on learning/reviewing research)
Membership (Phase 1) bringing on representation from lower grades
Roles and Responsibilities (Phase 1) clarifying roles today

Use Indicators as a road map – review again at end of year

Suggestion: Plan a retreat for ILT (summer or mid-term)

Next steps:

Binders
Upper elementary member
More walks
Pay attention to Ms. Lacy as facilitator

Professional Library – suggestion to begin
Encouragement: stay on top of research practice – Feed yourselves
Subscribing to Ed Leadership; periodicals, online journals

Article Review: Jigsaw – reading independently

Next Meeting: Friday, January 28

Agenda:

Ed YES Report – ranking of indicators (40)
Round 2 –School Improvement Grant (3 year budget)
Schedule Walk-throughs for upcoming week – 3 classrooms on Friday

Sweep – Thoughts of meeting

Meeting adjourned 11:05 a.m.

Attachment II Detailed Budget

Murphy SCHOOL IMPROVEMENT GRANT DESCRIPTION Budget Year 1: 2011-2012

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to:
sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Cost for MATH CURRICULUM PROGRAM - Singapore math curriculum involves direct instruction, focus on mathematical thinking with immediate application of new skills to problem solving - Total \$150,000; Cost for PURCHASED SERVICES - Inside Out Literacy to increase student academic achievement in core subjects of Reading and ELA - 3 tutors/35days/3 hours per session @\$30 per hour - Total 10,000	\$160,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Salaries for BELL PROGRAM EXTENDED DAY Site Managers, Lead Teacher, Teachers, Tutors - Salaries	\$213,957.00
		BENEFITS	Benefits for BELL PROGRAM EXTENDED DAY Site Managers, Lead Teacher, Teachers, Tutors	\$24,146.00
		PURCHASED SERVICES	Cost for PURCHASED SERVICES - BELL PROGRAM EXTENDED DAY	
		SUPPLIES & MATERIALS	SUPPLIES for BELL PROGRAM EXTENDED Day - Curriculum materials and supplies	\$32,500.00

		CAPITAL OUTLAY		
		OTHER EXPENDITURES	BELL PROGRAM EXTENDED DAY - Administrative expenses and Program Support Expenses	\$29,450.00
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Cost for Supplemental COUNSELOR to meet the developmental needs of identified students to increase academic achievement in core subjects	\$72,000.00
		BENEFITS	Cost for Supplemental COUNSELOR to meet the developmental needs of identified students to increase academic achievement in core subjects	\$18,105.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		OTHER EXPENDITURES		

			Cost for Highly Qualified SUBSTITUTE TEACHERS to provide instruction during "regular" teachers grade level and leadership team meetings and during "regular" teacher workshop PD during the day to increase student academic achievement in core subjects (8) subs - 8 months/144.96 per day each substitute	\$28,520.00
221	Improvement of Instruction	SALARIES	Cost for EDUCATIONAL TECHNICIAN workshop stipend - Workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately. 1 Engineer, \$44.50 per hour	\$5,073.00
			Cost for SSA Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 3 SSAs, \$7.40 per hour	\$2,531.00
			Cost for TEACHER Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 35 teachers, \$23.82 per hour	\$95,042.00
		BENEFITS	Cost for Highly Qualified SUBSTITUTE TEACHERS to provide instruction during "regular" teachers grade level and leadership team meetings and during "regular" teacher workshop PD during the day to increase student academic achievement in core subjects (8) subs - 8 months/144.96 per day each substitute	\$7,718.00

			Cost for EDUCATIONAL TECHNICIAN workshop stipend - Workshop titles: Singapore Math, School-wide and Grade--Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately .1 Engineer, \$44.50 per hour	\$1,374.00
			Cost for SSA Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 3 SSAs, \$7.40 per hour	\$685.00
			Cost for TEACHER Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 35 teachers, \$23.82 per hour	\$25,719.00
		PURCHASED SERVICES	Cost of PURCHASED SERVICES - Teachscape Provider Partner for Classroom Instruction Improvement, Teacher Modeling and Coaching Support, Principal Support; and Technical Assistance, Instructional Leadership Team Site-Based Support	\$196,250.00
			Cost for WAYNE RESA Workshops - PD Titles: School-wide PD and Grade Level Targeted Math and Reading PD, 2 hours/1 day per month/24 hours total/\$83.30 per hour each workshop	\$11,492.00
			Cost for WAYNE RESA COACHES to provide teachers with literacy and math training to increase academic achievement - (2) Literacy coaches and (2) Math coaches/4 days per week, 7 hours per week, 30 weeks	\$240,000.00

		SUPPLIES & MATERIALS	Teachscape material include professional books for teachers, user guides, and participant materials, software for Classroom Walk-Throughs and Curriculum Suites; REFLECT Digital Classroom Camera and training	\$24,050.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Teachscape services delivery management expenses	\$9,375.00
			Cost for WORKSHOP REFRESHMENTS - 16 PD Sessions, Approximately 45 participants @ \$7 per person	\$5,000.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
			Cost for CLASSROOM TECHNOLOGY to increase student academic achievement in core subject - Items: (30) Laptop Cart approx. \$36,000; (15) Smart boards with clickers approx. \$6,200 each	\$129,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
227	Academic Student Assessment	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
230	General Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		

		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		

			Cost for Assistant Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$4,427.00
		SALARIES	Cost for Clerical WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Clerical \$22.00 per hour, 120 hours	\$2,508.00
			Cost for Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve , Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$4,427.00
		BENEFITS	Cost for Assistant Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$1,248.00
			Cost for Clerical WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Clerical \$22.00 per hour, 120 hours	\$679.00

			Cost for Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve , Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$1,248.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	OTHER EXPENDITURES		
		SALARIES	Cost for Parental Involvement COMMUNITY USE during parent workshops (see consultant entry for PD titles) - 1 Engineer approximately 21 sessions, \$44.50 per , 63 hours	\$2,804.00

			Cost for Parental Involvement DFT WORKSHOP DIRECTOR to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$44.37 per hour	\$2,795.00
		BENEFITS	Cost for Parental Involvement COMMUNITY USE during parent workshops (see consultant entry for PD titles) - 1 Engineer approximately 21 sessions, \$44.50 per , 63 hours	\$756.00
			Cost for Parental Involvement DFT WORKSHOP DIRECTOR to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$44.37 per hour	\$214.00
		PURCHASED SERVICES	Cost for Parental Involvement CONSULTANT Ray Johnson to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$1,010 per hour (includes materials)	\$24,240.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		TOTAL		\$1,401,333.00

Murphy SCHOOL IMPROVEMENT GRANT DESCRIPTION

Budget Year 2: 2012 - 2013

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to:
sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Salaries for BELL PROGRAM EXTENDED DAY Site Managers, Lead Teacher, Teachers, Tutors - Salaries	\$213,957.00
		BENEFITS	Benefits for BELL PROGRAM EXTENDED DAY Site Managers, Lead Teacher, Teachers, Tutors	\$24,146.00
		PURCHASED SERVICES	Cost for PURCHASED SERVICES - BELL PROGRAM EXTENDED DAY	
		SUPPLIES & MATERIALS	SUPPLIES for BELL PROGRAM EXTENDED Day - Curriculum materials and supplies	\$32,500.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	BELL PROGRAM EXTENDED DAY - Administrative expenses and Program Support Expenses	\$29,450.00
210	Pupil Support Services	SALARIES		
		BENEFITS		

		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
211	Truancy/Absenteeism	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	Cost for Supplemental COUNSELOR to meet the developmental needs of identified students to increase academic achievement in core subjects	\$72,000.00
		BENEFITS	Cost for Supplemental COUNSELOR to meet the developmental needs of identified students to increase academic achievement in core subjects	\$18,105.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

			Cost for Highly Qualified SUBSTITUTE TEACHERS to provide instruction during "regular" teachers grade level and leadership team meetings and during "regular" teacher workshop PD during the day to increase student academic achievement in core subjects (8) subs - 8 months/144.96 per day each substitute	
221	Improvement of Instruction	SALARIES	Cost for EDUCATIONAL TECHNICIAN workshop stipend - Workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately. 1 Engineer, \$44.50 per hour each/approximately.	\$5,073.00
			Cost for SSA Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 3 SSAs, \$7.40 per hour	\$2,531.00
			Cost for TEACHER Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 35 teachers, \$23.82 per hour	\$95,042.00
		BENEFITS	Cost for Highly Qualified SUBSTITUTE TEACHERS to provide instruction during "regular" teachers grade level and leadership team meetings and during "regular" teacher workshop PD during the day to increase student academic achievement in core subjects (8) subs - 8 months/144.96 per day each substitute	\$7,718.00

			Cost for EDUCATIONAL TECHNICIAN workshop stipend - Workshop titles: Singapore Math, School-wide and Grade-level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately, 1 Engineer, \$44.50 per hour	\$1,374.00
			Cost for SSA Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 3 SSAs, \$7.40 per hour	\$685.00
			Cost for TEACHER Workshop Stipends - workshop titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 35 teachers, \$23.82 per hour	\$25,719.00
			Cost of PURCHASED SERVICES - Teachscape Provider Partner for Classroom Instruction Improvement, Teacher Modeling and Coaching Support, Principal Support; and Technical Assistance, Instructional Leadership Team Site-Based Support	\$181,250.00
			Cost for WAYNE RESA COACHES to provide teachers with literacy and math training to increase academic achievement - (2) Literacy coaches and (2) Math coaches/4 days per week, 7 hours per week, 30 weeks	\$240,000.00
			Cost for WAYNE RESA Workshops - PD Titles: School-wide PD and Grade Level Targeted Math and Reading PD, 2 hours/1 day per month/24 hours total/\$83.30 per hour each workshop	\$11,492.00

		SUPPLIES & MATERIALS	Teachscape material include professional books for teachers, user guides, and participant materials, software for Classroom Walk-Throughs and Curriculum Suites; REFLECT Digital Classroom Camera and training	\$22,550.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Teachscape services delivery management expenses	\$9,375.00
			Cost for WORKSHOP REFRESHMENTS - 16 PD Sessions, Approximately 45 participants @ \$7 per person	\$5,000.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
227	Academic Student Assessment	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
230	General Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

232	Executive Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

			Cost for Clerical WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Clerical \$22.00 per hour, 120 hours	\$2,508.00
			Cost for Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$4,427.00
			Cost for Assistant Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$1,248.00
		BENEFITS	Cost for Clerical WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Clerical \$22.00 per hour, 120 hours	\$679.00
			Cost for Principal WORKSHOP STIPENDS - Workshop Titles: Singapore Math, School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$1,248.00
		PURCHASED SERVICES		

		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
311	Community Services Direction	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
331	Community Activities	OTHER EXPENDITURES		
		SALARIES	Cost for Parental Involvement COMMUNITY USE during parent workshops (see consultant entry for PD titles) - 1 Engineer approximately 21 sessions, \$44.50 per , 63 hours	\$2,804.00
			Cost for Parental Involvement DFT WORKSHOP DIRECTOR to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$44.37 per hour	\$2,795.00

		BENEFITS	Cost for Parental Involvement COMMUNITY USE during parent workshops (see consultant entry for PD titles) - 1 Engineer approximately 21 sessions, \$44.50 per , 63 hours	\$756.00
			Cost for Parental Involvement DFT WORKSHOP DIRECTOR to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$44.37 per hour	\$214.00
			Cost for Parental Involvement CONSULTANT Ray Johnson to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$1, 010 per hour (includes materials)	\$24,240.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		TOTAL		\$1,071,833.00

Murphy SCHOOL IMPROVEMENT GRANT DESCRIPTION

Budget Year 3: 2013 - 2014

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to:
sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Salaries for BELL PROGRAM EXTENDED DAY Site Managers, Lead Teacher, Teachers, Tutors - Salaries	\$213,957.00
		BENEFITS	Benefits for BELL PROGRAM EXTENDED DAY Site Managers, Lead Teacher, Teachers, Tutors	\$24,146.00
		PURCHASED SERVICES	Cost for PURCHASED SERVICES - BELL PROGRAM EXTENDED DAY	
		SUPPLIES & MATERIALS	SUPPLIES for BELL PROGRAM EXTENDED Day - Curriculum materials and supplies	\$32,500.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	BELL PROGRAM EXTENDED DAY - Administrative expenses and Program Support Expenses	\$29,450.00
210	Pupil Support Services	SALARIES		
		BENEFITS		

		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		

		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
216	Social Work Services	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES		
		Cost for EDUCATIONAL TECHNICIAN workshop stipend - Workshop titles: School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately. 1 Engineer, \$44.50 per hour		\$5,073.00

			Cost for SSA Workshop Stipends - workshop titles: school-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 3 SSAs, \$7.40 per hour	\$2,531.00
			Cost for TEACHER Workshop Stipends - workshop titles: School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 35 teachers, \$23.82 per hour	\$95,042.00
		BENEFITS		
			Cost for EDUCATIONAL TECHNICIAN workshop stipend - Workshop titles: School-wide and Grade-- Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately. 1 Engineer, \$44.50 per hour	\$1,374.00
			Cost for SSA Workshop Stipends - workshop titles: School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 3 SSAs, \$7.40 per hour	\$685.00
			Cost for TEACHER Workshop Stipends - workshop titles: School-wide and Grade Level Targeted Math and Reading PD to improve instruction - Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 35 teachers, \$23.82 per hour	\$25,719.00

		PURCHASED SERVICES			
		SUPPLIES & MATERIALS			
		CAPITAL OUTLAY			
		OTHER EXPENDITURES			
			Cost for WORKSHOP REFRESHMENTS - 16 PD Sessions, Approximately 45 participants @ \$7 per person		\$5,000.00
225	Instruction Related Technology	SALARIES			
		BENEFITS			
		PURCHASED SERVICES			
		SUPPLIES & MATERIALS			
		CAPITAL OUTLAY			
		OTHER EXPENDITURES			
227	Academic Student Assessment	SALARIES			
		BENEFITS			
		PURCHASED SERVICES			
		SUPPLIES & MATERIALS			
		CAPITAL OUTLAY			
		OTHER EXPENDITURES			
230	General Administration	SALARIES			
		BENEFITS			
		PURCHASED SERVICES			
		SUPPLIES & MATERIALS			
		CAPITAL OUTLAY			

232	Executive Administration	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

266	Operation and Maintenance	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
281	Planning, Research, Development and Evaluation	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
283	Staff/Personnel Services	OTHER EXPENDITURES		
		SALARIES	Cost for Assistant Principal WORKSHOP STIPENDS - Workshop Titles: School-wide and Grade Level Targeted Math and Reading PD to improve Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120	\$4,427.00

			hours	
			Cost for Clerical WORKSHOP STIPENDS - Workshop Titles: School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Clerical \$22.00 per hour, 120 hours	\$2,508.00
			Cost for Principal WORKSHOP STIPENDS - Workshop Titles: School-wide and Grade Level Targeted Math and Reading PD to improve , Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$4,427.00
			Cost for Assistant Principal WORKSHOP STIPENDS - Workshop Titles: School-wide and Grade Level Targeted Math and Reading PD to improve Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$1,248.00
		BENEFITS	Cost for Clerical WORKSHOP STIPENDS - Workshop Titles: School-wide and Grade Level Targeted Math and Reading PD to improve, Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Clerical \$22.00 per hour, 120 hours	\$679.00

			Cost for Principal WORKSHOP STIPENDS - Workshop Titles: School-wide and Grade Level Targeted Math and Reading PD to improve , Approximately 4 workshops each title/2.5 hours weekdays and 8 Saturdays 6 hours each/approximately 1 School Assistant Principal, \$38.80 per hour, 120 hours	\$1,248.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	OTHER EXPENDITURES		
		SALARIES	Cost for Parental Involvement COMMUNITY USE during parent workshops (see consultant entry for PD titles) - 1 Engineer approximately 21 sessions, \$44.50 per , 63 hours	\$2,804.00

			Cost for Parental Involvement DFT WORKSHOP DIRECTOR to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$44.37 per hour	\$2,795.00
		BENEFITS	Cost for Parental Involvement COMMUNITY USE during parent workshops (see consultant entry for PD titles) - 1 Engineer approximately 21 sessions, \$44.50 per , 63 hours	\$756.00
			Cost for Parental Involvement DFT WORKSHOP DIRECTOR to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 2 sessions each PD, 2-3 hours each session - \$44.37 per hour	\$214.00
			Cost for Parental Involvement CONSULTANT Ray Johnson to build parent capacity - Workshops titles: Student Emotional and Physical Development, Phonic Concepts, Problem-Solving Skills, Reading Comprehension and Fluency, Math Strategies, Writing Strategies, Core Democratic Values, 1 sessions each PD, 2-3 hours each session - \$1, 010 per hour (includes materials)	\$12,120.00
		PURCHASED SERVICES SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		TOTAL		\$468,703.00

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Murphy Elementary/ Middle School is TRANSFORMATION;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____